Portfolio
(Satisfies the UW Graduate School Preliminary Examination Requirement)

Graduate Program in Developmental Psychology
UW-Madison
(Version adopted Fall, 2023)

GOALS

The portfolio provides a mechanism for Developmental doctoral students to organize, plan, and reflect on their progress through our program. It reflects the program's values, highlighting the importance of both *breadth* of study/experiences in developmental science and allied topics/disciplines, as well as *depth* in a specific area of study as core components of doctoral training. The portfolio also allows students to receive regular feedback on all aspects of their progress through the program and to appreciate the ways in which all their activities during graduate school are contributing to their professional development.

Student portfolios can and should be explicitly designed with the flexibility to reflect each student's career goals, intellectual interests, and choices about service and outreach; each student's path through the program will be unique. While this process is intentionally designed to be flexible, it must reflect what earning a PhD entails. A student may decide to pursue career paths outside of academia, but the prelim process must retain a focus on research products and scholarship, as well as mastering relevant content. This system is meant to respect what we think you should have achieved by the end of a PhD program focused on developmental science, while at the same time supporting flexibility.

A distinctive feature of the portfolio system is that the portfolio is a working document that will develop and change each year based upon dialogue with the student's mentors. The portfolio is intended to be a useful tool to guide graduate student development flexibly and productively, while keeping students aware of their own progress. The associated components are intended to facilitate the student's pathway to their next intended career step.

EVALUATION AND TIMELINE

Students will develop their portfolio over their first four years in the program. By November 30th for students starting their Year 2, the student will submit their portfolio materials. Beginning in Year 3, students should submit materials by September 30th. (This change in deadline is to allow 2nd year students to finish their First Year Projects prior to submitting their portfolio materials). The student's mentoring committee will review the personal statement and other components of the portfolio to guide a discussion with the student about professional goals, progress, accomplishments, future plans, and obstacles or other challenges. In the summer of the fourth year or within the first 4 weeks of the start of the fall academic semester in the student's fifth year, the final portfolio must be shared with the mentoring committee (cc'ing the Area Chair and Graduate Program Manager) and the student must also meet with their mentoring committee to discuss the final portfolio prior to the end of the following Fall semester. This final portfolio will be evaluated as Satisfactory or Unsatisfactory. An evaluation of Satisfactory is required to obtain dissertator status. By deeming the portfolio to be Satisfactory, the mentoring committee will have determined that the student has developed a rich knowledge base and skill set and is prepared to pursue independent research in the form of their dissertation. The timeline noted here is recommended, but with the guidance and written permission of the mentoring committee, students may pursue these goals on a faster or slower timeline.

Portfolios will be shared with student committees via Google Drive. Students should feel free to work on the documents online or to work offline and upload them when they are ready to be shared. Students should follow the template to ensure that their portfolio contains all the necessary components and to make it straightforward for faculty to find and review their materials.

Here is a link to a template portfolio folder, with instructions:
https://drive.google.com/drive/folders/1ViGkaK2Sf0yzNBE43i7-YMx6OmkDm_gF?usp=share_link

COMPONENTS OF THE PORTFOLIO

1. Personal statement

A personal narrative statement of approximately 500 words describing the student's career goals (this will likely be slightly shorter earlier in the student's training and slightly longer towards the end). This is intended to provide a context for the other materials provided in their portfolio. Other optional topics that a student may wish to mention in their personal statement include: current accomplishments and expertise, anticipated accomplishments, plans to acquire new expertise, obstacles experienced or anticipated, or any other relevant information to contextualize their portfolio. The statement will be relatively brief early in a student's graduate training, and evolve as the student develops a firmer set of career goals and is more deeply established as an emerging developmental scientist.

2. Research experiences, training, and products

All portfolios must include the "required research products" listed below, even if the student has not yet made progress in a particular area (if a goal is not yet started or completed, the state of progress can simply be noted, e.g., "not yet started," etc.). Depending on their career goals and professional aspirations, students may add "additional research products" as they wish. For all published or submitted papers, students should report their relative contributions to the conceptualization, design, analysis, and writing in percentages. (It can be tricky to estimate these contributions, so students should discuss how to do this with their mentors and co-authors). These details are intended to help tailor the mentoring committee's advice to the student each year.

<u>**Required research products**</u>

(A) List of developmental proseminar presentations: Provide title, abstract, date. Two are required (one may be presented at a proseminar for an area group other than Developmental or to a group outside the department). First Year Project presentations, First Year Project practice presentations, and Dissertation Defenses should not be listed. At least one presentation should occur in the first two years of the student's training, with another occurring in the third or fourth year of training.

(B) List of significant research products: Students must include at least one significant research paper led by the student (i.e., the student listed as first author if submitted). Please either include a link to the paper or upload a .pdf to your portfolio on Google Drive.
- A published (or submitted for publication) version of the First Year Project. We recognize that not all FYPs render publishable data.
- A published (or submitted for publication) version of a non-FYP research project that was led by the student.
- A published (or submitted for publication) substantive review or theory paper that was led by the student.

  Additional optional research products that can be included
- Empirical papers: Can include co-authored papers submitted or published.
- Theory or review papers: Can include co-authored papers submitted or published.
- Methods papers: Can include first-authored or co-authored papers submitted or published.
- Perspectives papers or letters: Can include first-authored or co-authored papers submitted or published.
- NRSA or other grants: Include the grant and any summary statements or other evaluations.
- Presentations or posters at scientific meetings: Provide title, abstract, and date. If possible, a pdf of the poster or related handout should also be included. These can include presentations/posters at local meetings.
- Science-based blogs or other online contributions
- Research collaborations, consulting, or fellowships in industry
- Workshops attended or led: Provide title, workshop summary, and date

(C) Research Statement: Please craft a research statement that could eventually form the basis of job or fellowship applications. It should be roughly 500 words. When preparing a research statement, you should think about conveying the following: What is your research program about? What questions are you addressing and what are you seeking to explain? What are some (even if preliminary) answers to your "big questions"? What's novel (e.g., theoretically, empirically, methodologically) about your approach?

In working on your research statement, please keep the following points in mind:
(a) Your committee (and others) are looking for evidence that you are forming "….a coherent program of research that establishes yourself as an emerging leader in your field" and that "the scholarship should be both novel and of sufficient impact to make a significant contribution to the theoretical framework of their field."
(b) You needn't try to fit every single project or accomplishment into this document – the goal is to provide a coherent narrative rather than a laundry list of everything you have done and are doing.
(c) Ideally, the research statement is written in a way that is understandable to anyone in the Department. It should not take special knowledge to decode or include jargon. Those who seek more detail and more technical language can and will rely on your publications.

We strongly encourage you to read and consider the recommendations about writing powerful research statements described in this article by Drs. Gernsbacher and Devine.

3. Evidence of breadth of knowledge in developmental psychology and other areas of study

The materials submitted in this section should demonstrate the student's knowledge beyond their specific content area of expertise. Some of this breadth comes from other parts of developmental psychology beyond the student's own subarea (e.g., a student focused on social development should also learn about cognitive, language, and perceptual development to better understand the factors influencing social development). Some of this breadth comes from other areas of psychology (e.g., a student focused on language development should also learn and understand the eventual adult state by learning about adult language behaviors). And some of this breadth comes from allied disciplines (e.g., Educational Psychology, Neuroscience, Communication Sciences and Disorders, Linguistics, Public Policy, Biostatistics, Computer Science).

All portfolios must include the following categories, even if the student has not yet made progress in each area. Depending on their career goals and professional aspirations, students may add additional categories as they wish.

Required breadth categories

    (A) Breadth across Developmental Psychology

    (B) Breadth across Psychology

    (C) Breadth in at least one other discipline

There are many ways to achieve and demonstrate breadth. Your committee will engage in dialogue with you to help you find the best ways to do this over your first 4 years, including:

- **TA-ing** a course outside your own specific research area (e.g., Child Development, Cognitive Development, Introduction to Psychology, non-developmental courses).
- **Taking multiple courses** that extend beyond your own specific research area, either in Psychology or in another department
- **Taking non-developmental graduate courses in your area** (e.g., a student studying memory development may take a course in adult memory)
- **Attending a conference** outside your own research area
- **Research collaborations** that bridge beyond your own research area
- **Manuscripts** focused on topics that extend into other subfields

4. Diversity, Equity, and Inclusion (DEI) experiences, training, and products

All students must include the required diversity statement described below. However, they may also include and/or describe additional experiences, training, and products that demonstrate their training and commitment to DEI practices, broadly construed. Examples of additional (not required) DEI experiences and/or products are provided below. However, this list should not be considered exhaustive. It should also be noted that many of the products that you might include in this section could be "cross-listed" in another category of the portfolio.

(A) <u>Required diversity product</u>

Diversity statement: Describe your experiences, training, and practices regarding research, teaching, mentoring, and outreach (if applicable) with diverse populations. Diversity is construed broadly in this context by design. You may wish to reflect on your engagement with a myriad of populations, from those who have historically been marginalized and under-studied in psychology, to at-risk and vulnerable populations traditionally subject to systematic discrimination in social science research and society more generally, to creating inclusive learning contexts in the laboratory or classroom. Suggested length: 500 words. Note that most employers now ask job candidates to address these issues in some form.

(B) <u>Optional diversity products</u>

- **Syllabus or course design that attends to issues of DEI**
- **Description of mentorship experiences of students from under-represented groups**
- **Research that addresses issues pertaining to DEI**
- **Translations of research instruments into other languages to increase accessibility**
- **Development of protocols for research/lab practices to address DEI issues**
- **Descriptions of workshops or consultation with experts on DEI practices in research, practice, or teaching**
- **Outreach to diverse communities**
- **Description of relevant DELTA courses**

5. Teaching experiences, training, and products

Students should obtain experiences in teaching during their time in our program. Examples of experiences and/or products that you can consider including in your portfolio to document these experiences are listed below. This list should not be considered exhaustive. Note that academic jobs applications require a teaching statement.

<u>Examples of teaching products</u>
- **Teaching statement:** Provide a statement that describes your teaching philosophy and indicate how you strive to achieve and ensure excellence in teaching and mentoring. Suggested length: Up to 500 words.
- **Description of courses for which you served as a TA or Instructor:** Include course evaluation summary statistics and raw evaluations if available.
- **Description of courses developed and materials**: Include course materials such as syllabus, required reading, sample exams, course website)
- **Description of mentorship experiences**
- **Description of relevant DELTA courses**

6. Service
Students should list activities they have undertaken on behalf of their professional communities that may include the department, university, and field.

- **Description of service to the Department**
- **Description of service to the University**

- **Description of service to the field (e.g., manuscript reviewing, roles in professional organizations)**

7. Transcript
All students should include an (unofficial) copy of their current transcript documenting their coursework and grades and a copy of their departmental progress report (available from the Graduate Coordinator). At the time of final evaluation of the portfolio, their transcript must confirm that they have completed all required coursework.